











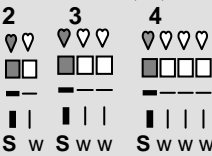
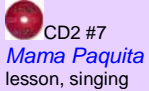
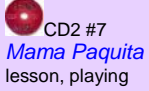



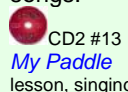


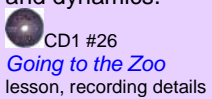




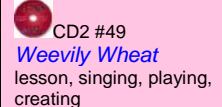










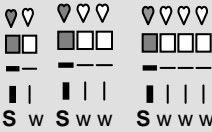

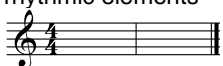








## USOE Fine Arts Rainbow Chart

Fourth - Page 1		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously Mastered <i>Grade Level Skills</i>	Element of Music <i>with Definitions</i>	<i>Label, list, name, define, relate, recall and use music making tools.</i>	<i>Discover, look at, investigate, experience and form ideas.</i>	<i>Apply, construct, demonstrate, evaluate and practice.</i>	<i>Compare, contrast, distinguish, examine, and incorporate.</i>	<i>Study, explore, seek, be creative, imagine and produce.</i>	<i>Show skill criterion mastery for grade level, give opinions, support others, and show work.</i>
<b>Sing</b> <ul style="list-style-type: none"> <li>Singing vs. speaking voice</li> </ul> <b>Melody</b> <ul style="list-style-type: none"> <li>High/low, up/down</li> <li>Pitch accuracy in an appropriate range</li> <li>Steps, skips, and repeated pitches</li> <li>Children's songs</li> <li>Folk, traditional, and multicultural songs</li> <li>Singing games</li> <li>Call &amp; response</li> </ul> <b>Harmony</b> <ul style="list-style-type: none"> <li>Partner songs</li> <li>Ostinatos</li> <li>Rounds</li> </ul>	<p><b>SING Vocal development:</b> care, training, and proper use of the voice</p> <p><b>Melody:</b> a sequence of single pitches that move up, down, or repeat</p> <p><b>Harmony:</b> two or more pitches sounding at the same time</p>	<p>Experience the difference between the speaking and the singing voice. CD1 #26 <i>Going to the Zoo</i> lesson, listening</p> <p>Experience melody in a variety of songs and singing games, including songs from other cultures.</p> <p>Experience the difference between melody and harmony in songs and listening selections. CD1 #4 <i>All Night, All Day</i> lesson, singing</p>	<p>Explore in-tune singing in a natural voice through a variety of songs and singing games. </p> <p>Explore recurring pitch patterns in familiar songs.  CD1 #40 <i>Johnny Get Your Hair Cut</i>, "just like me" I,-t,-d  CD2 #31 <i>She'll Be Coming 'Round the Mountain</i> "when she comes" (end) I,-t,-d Explore vocal harmony through partner songs, ostinato, rounds, and counter melodies.  CD1 #34 <i>I Love the Mountains</i> lesson, singing, playing round, ostinato</p>	<p>Practice healthy use of the voice, good breath support, and sensitivity to pitch when singing.</p> <p>Practice finding and recognizing simple pitch patterns.</p> <p>Practice harmony by singing partner songs, ostinato, rounds and counter melodies.  CD2 #13 <i>My Paddle</i> lesson, singing, round, ostinato <i>Make New Friends</i> lesson, creating, round, ostinato  CD2 #34 <i>Skip to My Lou/Sandy Land</i> lesson, can be sung as partner song</p>	<p>Analyze connections between healthy use of the voice, pitch accuracy, and good vocal production.</p> <p>Analyze pitches that step, skip, and repeat in familiar melodies.  CD1 #34 <i>I Love the Mountains</i></p> <p>Analyze how voices and instruments combine to make harmony.</p>	<p>Create vocal style or character through improvising and practicing a wide variety of song literature.  <i>Turkey in the Straw</i> lesson, singing</p> <p>Create a simple melody using pitches that step, skip, and repeat.  <i>My Paddle</i> lesson, creating</p> <p>Create harmony for a familiar song using a simple vocal ostinato or a counter melody.  <i>My Paddle</i> lesson, creating</p>	<p>Perform songs in-tune, using a natural singing voice.</p> <p>Perform harmony with attention to pitch and rhythmic accuracy.</p>
<b>Beat</b> <ul style="list-style-type: none"> <li>Steady beat</li> </ul>	<p><b>PLAY Beat:</b> the underlying pulse of music</p>	<p>Experience the feeling of beat in various types of music.</p>	<p>Explore beat in a variety of songs and recorded music.</p>	<p>Practice beat accuracy while singing and/or playing instruments.  CD1 #31 <i>Hot Cross Buns</i></p>	<p>Analyze the importance of steady beat in group performance.</p>	<p>Create simple rhythmic phrases over a steady beat.  <i>Mama Paquita</i> lesson, singing, creating</p>	<p>Perform songs and rhythmic phrases in meters of 2, 3, 4, and 6, always keeping a steady beat.</p>

Fourth - Page 2		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously Mastered Grade Level Skills	Element of Music with Definitions	Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
<b>Meter</b> <ul style="list-style-type: none"> <li>Strong and weak beats</li> <li>Meter in 2, 3, 4</li> </ul>  <b>Rhythm</b> <ul style="list-style-type: none"> <li>Beat/divided beat</li> <li>Sound/silence</li> <li>Rest</li> <li>Ostinato</li> </ul>	<b>Meter:</b> patterns of strong and weak beats.  <b>Rhythm:</b> combinations of long and short, sound or silence.	Experience feeling strong and weak beat patterns in songs and listening selections.  Experience sound and silence in a variety of rhythms. 	Explore strong and weak beat patterns in groups of 2, 3, 4, and 6 in familiar songs and listening selections.  	Practice playing strong and weak beat patterns in meters of 2, 3, 4, and 6 with body percussion and classroom instruments.  Practice playing rhythms and ostinato to accompany familiar songs. 	Analyze and identify the meter in listening selections and familiar songs.  Analyze simple rhythms in meters of 2, 3, 4 and 6 found in familiar songs or listening selections. 	Create simple rhythms of varying lengths in meters of 2, 3, 4 and 6.  Create rhythmic phrases by combining short rhythmic patterns. 	
<b>Form</b> <ul style="list-style-type: none"> <li>Phrase</li> <li>Combinations of same /different</li> <li>Verse/refrain</li> <li>Introduction</li> <li>Interlude</li> </ul> <b>Tempo</b> <ul style="list-style-type: none"> <li>Faster/slower</li> </ul> <b>Dynamics</b> <ul style="list-style-type: none"> <li>Louder/softer</li> </ul>	<b>LISTEN</b> <b>Form:</b> how music is organized <ul style="list-style-type: none"> <li>intro, coda, interlude</li> <li>D.C. al Fine,</li> <li>1<sup>st</sup> &amp; 2<sup>nd</sup> endings</li> </ul> <b>Expressive Elements</b> <b>Tempo:</b> the speed of the beat. <b>Dynamics:</b> degrees of loud & soft	Experience repeated and contrasting musical phrases in familiar songs and listening selections.  Experience an awareness and control of tempo and dynamics. 	Explore basic form in music including phrases, verse/refrain, intro, interlude, coda, and 1 <sup>st</sup> & 2 <sup>nd</sup> endings.  Explore the effect of tempo and dynamics in recorded music.	Practice identifying sections with icons, alphabet letters (A, B, C), visually, or with movement.   Practice varying dynamics and tempo while singing songs or playing instruments.	Analyze melodic and rhythmic phrase patterns found in familiar music.  Analyze rondo form with movement, icons, or letters. <ul style="list-style-type: none"> <li>Fur Elise, by Beethoven</li> <li>"March" from The Nutcracker Suite by Tchaikovsky</li> </ul> Analyze how changes in dynamics and tempo can affect ideas, thoughts and emotions.	Create a two part, three part, or rondo form by combining phrases, songs, rhymes, or chants.  Create expression in music by varying the dynamics and tempo.	Perform a two part, three part, or rondo form by singing, playing instruments, and/or with movement.  Perform with sensitivity to tempo and dynamic contrast in the music.

Fourth - Page 3		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously Mastered Grade Level Skills	Element of Music with Definitions	Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
<b>Timbre</b> <ul style="list-style-type: none"> <li>Vocal/ and instrumental</li> <li>Instrument families (band/orchestra)</li> <li>Balance</li> <li>Vibration/ resonance</li> </ul> <b>Texture</b> <ul style="list-style-type: none"> <li>Instrumental and vocal</li> <li>Thick/ thin, many/few</li> </ul>	<b>Timbre:</b> (tam'-ber) tone color, the unique sound made by an instrument or voice  <b>Texture:</b> layered combinations (thick or thin, many or few) of voices and/or instruments	Experience various timbres of classroom instruments.  CD1 #26 <i>Going to the Zoo</i> lesson, playing  Experience various vocal and instrumental timbres. 	Explore the use and sound of instruments in various types of music.  CD2 #43 <i>Tinga Layo</i> lesson, creating  Putamayo Kids, World Playground, <a href="http://www.putamayo.com">www.putamayo.com</a> Explore the layering of timbre in music to create texture.  <i>Mama Paquita</i> lesson, playing, creating, listening	Practice identifying instruments by sound.  Practice balancing vocal and instrumental timbre in group performance.  CD1 #26 <i>Going to the Zoo</i> lesson, singing, playing	 CD1 #26 <i>Going to the Zoo</i> lesson, recording details  Analyze the identifying characteristic of instrument families. (string, woodwind, brass, percussion).  Analyze how timbre/texture can compliment a song.  Putamayo Kids, Folk Playground, <a href="http://www.putamayo.com">www.putamayo.com</a>	Research the production of sound (vibration and resonance) in band and orchestra instruments.  Create a simple layered texture to accompany a song.  <i>Shoo Fly</i> lesson, overall	Perform using a variety of instrumental timbres.
Icon examples: <ul style="list-style-type: none"> <li>Beat divided beat</li> <li>Beat divided beat</li> </ul>  <ul style="list-style-type: none"> <li>Meter</li> </ul> <div> <div>2</div> <div>3</div> <div>4</div> </div>  <ul style="list-style-type: none"> <li>Rhythm</li> </ul> 	<b>READING / WRITING</b> <b>Icons:</b> non-traditional symbols representing musical elements  <b>Notation:</b> traditional music symbols representing the combination of melodic and rhythmic elements 	Experience familiar songs written in iconic or traditional notation.  CD1 #31 <i>Hot Cross Buns</i>  iconic Traditional notation 	Explore iconic or traditional notation of melody, meter, and rhythmic patterns in a variety of songs.  <i>Shoo Fly</i> lesson, playing ostinato	Practice playing or singing while reading iconic or traditional notation.  CD1 #31 <i>Hot Cross Buns</i> lesson, singing	Analyze iconic or traditional notation of melody, meter, rhythm, and pitch patterns.  CD2 #49 <i>Weevily Wheat</i> lesson, creating, listening	Create a simple song or ostinato pattern using traditional and/or iconic notation.	Demonstrate fluency in reading and performing iconic representations of beat, meter, rhythm, and pitch.

